

READING ACTIVITIES

Book Three



PE
1121
L185
EXER, BK,
3

CURR

*Maintenance and Functional Exercises
for use with*

THE LAIDLAW BASIC READERS

Library Edition - for use in School

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To THE TEACHER
closely correlated
for the accomplishment

1. To provide a phrase
2. To provide as that
3. To provide for individual
4. To provide
5. To encourage
6. To give
7. To provide
8. To encourage articulation.
9. To give the child greater independence in vocabulary recognition.
10. To promote ability to see the parts of a story in proper relationship.
11. To encourage the child to look for the main idea in the material he reads.
12. To promote ability to read for specific information.

The activities included here may be readily adapted to any plan of presentation which the experienced teacher prefers to use. For the convenience of the inexperienced teacher complete instructions for carrying out the activities are given at the top of each page.

When the children have completed an activity the teacher should collect the books and keep them until she is ready to begin the next activity.

On all pages on which the material is divided into two or more sections (for example, pages 3, 11, 19, and 40) the teacher is advised to treat each section as a separate lesson instead of presenting the entire page at once.

Edue

PE
1121
L195
E207
1913

(To be used after page 9 of Book Three)

TO THE TEACHER: Have the children look at the picture, and read the words in the box. Then direct them to find and write the proper ending for each sentence. In checking later, have them read the page aloud and tell which word completes each sentence.

In all lessons in which children read aloud or talk, see that they say their words accurately and clearly, and encourage them to use pleasant voices. Speech habits in children of this grade level result largely from imitation. Therefore, be sure that you give the children good patterns of pronunciation, enunciation, and articulation, and that your voice quality is pleasant.



Nah-wee
desert

Dat-say
pueblo

Indians
fat

This is a picture of a _____

It is on a hill near the _____

The people who live here are _____

The little boy's name was _____

The little girl's name was _____

The two children were very _____

TO THE TEACHER: Have the children read silently the questions and answers and put an X in front of the correct answer. In checking later, have them read the page aloud and tell which answer is correct for each question.

Why were Nah-wee and Dat-say glad to go to the orchard?

___ Because the day was very hot.

___ Because they liked to eat peaches.

___ Because it was easier to sleep there.

What sound did Nah-wee and Dat-say hear in the orchard?

___ They heard the bears humming.

___ They heard the bees drumming.

___ They heard the bees humming.

Why did Nah-wee and Dat-say sit under a tree?

___ Because no one could see them there.

___ Because it was cooler there.

___ Because they wanted to hear the bees.

Where were Nah-wee and Dat-say when they fell asleep?

___ They were out on the desert.

___ They were in the pueblo.

___ They were in the peach orchard.

How many peaches did Nah-wee eat?

_____ She ate ten peaches.

_____ She ate three peaches.

_____ She ate five peaches.

TO THE TEACHER: In Section 1, have the children read silently the questions and answers and then mark out the wrong answers. In checking later, have them read the section aloud and tell which answer is correct for each question.

Have the children read Section 2 silently and follow the directions given there. In checking later, have them read the section aloud and tell what little words they have found.

Have them read Section 3 silently and follow directions. In checking later, have them read the section aloud and tell what pairs of words rhyme.

– 1 –

Who had a very exciting dream?

the uncle Dat-say Nah-wee

Who was wearing a terrible war bonnet?

the uncle Dat-say Nah-wee

Who had begged to go to the dance?

the uncle the children the father

– 2 –

Write the little words that you find in these words.

sagebrush _____

warrior _____

rocky _____

almost _____

– 3 –

Put a ring around each pair of words that rhyme.

smile

trail

table

fight

while

pail

tribe

night

TO THE TEACHER: In Section 1, have the children read silently all the words in the box, then find and write the correct ending for each sentence. In checking later, have them read the section aloud and tell the correct endings they have found.

In Section 2, have the children read each word at the left and write a rhyming word beside it. They will find the rhyming words in the box at the right. In checking later, have them read their rhyming words aloud as pairs.

- 1 -

pink
blue

golden
purple

bundles
donkey

The children rode a _____

On the donkey's back were some _____

The sagebrush looked _____

The sky was very _____

The sand was _____

That day the hills were _____

- 2 -

name _____

night _____

reach _____

leg _____

beg
same
peach
might

TO THE TEACHER: Have the children read the instructions for each section silently and do what is asked of them. In checking later, have them read each section aloud and tell which answer is correct for each question.

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— 1 —

Put an **X** in front of the word which describes how the hills looked when the sun went down.

___golden

___purple

___straight

— 2 —

Put an **X** in front of the word which describes how the children felt when the dance was over.

___hungry

___cold

___tired

— 3 —

Put an **X** in front of the words that tell something that happened at the dance.

___Many men danced.

___Nah-wee beat a drum.

___Some men shook rattles.

___A man beat a drum.

___Dat-say rode to the edge of the world.

TO THE TEACHER: In Section 1, have the children read the words in the box and find there the correct ending for each of the sentences below. Then have the children write each word on the right line. In checking later, have them read aloud the completed sentences.

In Section 2, have the children follow the directions given there. In checking later, have them read aloud their pairs of rhymed words.

– 1 –

village

guide

Rose

mountains

herdsman

cows

Switzerland has many high _____

Irmgard's father was a _____

He was the best guide in the _____

Brother Peter was a _____

The herdsman looked after the _____

Irmgard's sister was named _____

– 2 –

Put a ring around each pair of words that rhyme.

how

guide

Rose

climb

cow

ride

nose

could

night

same

beat

took

might

came

eat

cook

TO THE TEACHER: Have the children read the questions and answers silently and put an X in front the correct answer. In checking later, have them read aloud the answers they have marked.

What gift did Irmgard's uncle give her?

- ___He gave her a bell.
- ___He gave her some cheese.
- ___He gave her a cow.

What did Irmgard promise her uncle?

- ___She promised to learn how to milk and make butter.
- ___She promised to go to the mountains.
- ___She promised to go visit her uncle at Christmas time.

Where did they take the cows in the spring?

- ___They took them to the village.
- ___They took them to the mountain pastures.
- ___They took them to the desert.

Who took the cows to the pastures?

- ___The dogs took them.
- ___The herdsmen took them.
- ___Irmgard and her uncle took them.

What did Irmgard's cow say?

- ___The cow said, "Bow-wow!"
- ___The cow said, "Moo, moo!"
- ___The cow said, "Peep-peep."

To THE TEACHER: In Section 1, observing no set order, say all the words in the left-hand column of each box, having the children find each word as you say it. Then have them read silently each word in the left-hand column and draw a line from it to the matching word in the right-hand column. In checking later, have them read the words aloud.

In Sections 2 and 3, have the children follow the directions given. In checking later, have them read the words aloud.

In all lessons in which children read aloud or talk, see that they say their words accurately and clearly, and encourage them to use pleasant voices. Speech habits in children of this grade level result largely from imitation. Therefore, be sure that you give the children good patterns of pronunciation, enunciation, and articulation, and that your voice quality is pleasant.

- 1 -

secret	straight	gift	guess
straight	desert	guide	give
desert	secret	guess	gift
delight	delight	give	guide

- 2 -

What short words would be left if you took **er** or **est** off each of these words? Write them on the lines beside the long words.

longer _____ longest _____

nearer _____ nearest _____

- 3 -

Put **er** and **est** on each of these words and make two other words.

old _____

rich _____

high _____

bright _____

TO THE TEACHER: In each Section, have the children read the words in the box, find there the correct ending for each sentence, and then write it on the line. In checking later, have them read the completed sentences aloud.

— 1 —

bells

passed

delight

calf

butter

road

Tinkle, tinkle, tinkle went the _____

Each herdsman smiled as he _____

Right behind the cow trotted a _____

Irmgard clapped her hands in _____

The cows came slowly down the _____

Irmgard learned how to make _____

— 2 —

helper

fighter

worker

climber

driver

teacher

Someone who fights is a _____

Someone who drives is a _____

Someone who helps is a _____

Someone who works is a _____

Someone who climbs is a _____

Someone who teaches is a _____

TO THE TEACHER: All the words on this page are words which the children have met previously in their Basic Book Three or in earlier books of the series. The purpose of Section 1 is to provide special training in the pronunciation of the *g* and *gr* sounds. The purpose of Section 2 is to provide special training in the pronunciation of the *d* and *nk* sounds. Pronounce all the words in each column to the children, being sure that you give them good speech patterns. Then have the children take turns saying the words. You may wish to return to this page from time to time for further practice.

- 1 -

ground	grandfather	give
gave	grandmother	glory
get	green	gold
going	garden	gray
goat	gone	great
good	grew	greedy
grass	gate	grow

- 2 -

dog	danced	dumplings
door	dear	dumps
down	decided	drink
dinner	dipper	think
doll	disappeared	thank
Dick	doctor	trunk
done	does	monkey
daisy	drumming	spanked

TO THE TEACHER: In Section 1, read with the children the direction given below and guide them in doing in the first paragraph the sentence which does not belong there. Then have them proceed independently with the remaining paragraphs. In checking later, have them read each paragraph aloud and which sentence does not belong.

Have the children follow directions in doing Section 2. In checking later, have the children read their rhymed words aloud.

— 1 —

Cross out the part that does not belong.

Little Pear lived in China. He had two sisters. Irmgard could not guess the secret. He was the youngest one in his family. He was only six years old.

Dagu was twelve years old. She had bright black eyes and rosy cheeks. Her black hair was braided into one long braid. Below him on the ground, Dat-say saw some peaches. Dagū was a good girl who always minded her mother.

Dagu and Ergu started across the fields toward the main road. They were going to gather leaves. The man led the donkey across the bridge. They had baskets fastened on their backs, and they were carrying long rakes.

— 2 —

Put a ring around each pair of words that rhyme.

yet	few	proud	stove
let	new	loud	steep
slope	rather	path	mind
hope	trouble	bath	mean

TO THE TEACHER: In Section 1, have the children study the pictures, then put an X in front of the word that names each picture. In checking later, have them identify each picture by saying aloud the word that tells what it is.

In Section 2, have the children put an X in front of each sentence that relates a happening in the story. In checking later, have them read the sentences they have marked.

- 1 -



___rickshaw

___calf

___drum

___remember

___cat

___wolf

___herdsman

___cart

___whip

- 2 -

___The girls filled Little Pear's basket with leaves.

___The girls wandered away without Little Pear.

___Dagu and Ergu joined the other children.

___Little Pear threw pennies to the beggars.

___Little Pear wished he could go to the city.

___The beggars threw away their ragged clothes.

___Little Pear carried a heavy load of peaches.

To THE TEACHER: Have the children, in Section 1, find the words with opposite meanings in each and draw lines between the words. In checking later, have the children read their pairs of opposites. In Section 2, have them follow the directions given. In checking later, have the children read the words they have found. In Section 3, observing no set order; say all the words in the left-hand column of each box, having children find each word as you say it. Then have them read silently each word in the left-hand column and draw a line from it to the matching word in the right-hand column. In checking later, have them read the words aloud.

– 1 –

dark	cool	bottom	forgot
fast	light	remembered	soft
warm	slow	hard	top
below	many	easier	harder
few	inside	older	shorter
outside	above	longer	younger

– 2 –

Write the two short words that you find
in each of these words.

pigtail _____

cowbell _____

cartwheel _____

– 3 –

although	trouble	interested	interested
trouble	although	fastened	joined
travel	roaring	joined	fastened
roaring	travel	idea	idea

TO THE TEACHER: In Section 1, have the children follow the instructions given. In checking later have them read their complete sentences aloud.

In Section 2, have the children read the words in the box, then choose the right words to make the proper ending for each sentence. In checking later, have them read aloud each completed sentence.

- 1 -

Cross out the endings which are not right.

Marietta and Guido lived in
China. Italy. Switzerland.

Their house was made of
stove. stone. skin.

The windows of the house were covered with
paper. glass. grass.

The children spent most of their time
outdoors. in the house. in the desert.

- 2 -

room

sunshine

twins

cheeks

cold

hill

Marietta and Guido were _____

The children had rosy _____

They liked to play in the _____

The house seemed dark and _____

The house was on the side of a _____

The house had only one _____

TO THE TEACHER: Have the children read the phrases in the box, decide which are **Where** phrases which are **When** phrases, and then write them under the proper headings. In checking later, have them read their phrases aloud, telling under which heading they come. In all lessons in which children read aloud or talk, see that they say their words accurately and clearly, and encourage them to use pleasant voices. Speech habits in children of this grade level result largely from imitation. Therefore, be sure that you give the children good patterns of pronunciation, intonation, and articulation, and that your voice quality is pleasant.

in the market place
yesterday
this afternoon
in the city
on the main road

in the desert
very early
in the orchard
in the summer
on market day

When

Where

TO THE TEACHER: In both Sections 1 and 2, have the children follow the directions given. checking later, have them, in Section 1, read aloud their rhymed pairs of words; for Section 2, have them read the sentences that do belong.

— 1 —

Put a ring around each pair of words that rhyme.

sold	keep	ear	fruit
told	deep	hear	suit
step	end	glass	crowd
stop	mend	pass	proud

— 2 —

Cross out the sentence that does not belong.

Many other people were going to market, too, with their baskets and bundles. Some people were carrying baskets of eggs. Others carried bundles of wood. Little Pear fell fast asleep. Many were carrying fruits and vegetables. One man was carrying a calf on his shoulders.

The chestnut man knew the children. He gave them some roasted chestnuts. The peppers and tomatoes were put in piles.

TO THE TEACHER: Have the children follow the instruction given. In checking later, have them read aloud the words they have written under each letter.

Write each word under the letter where it belongs.

tightly
kissed
fruit
small

deep
tied
fastened
handkerchief

kitten
pass
skin
language

dark
lose
hum
pay

t

d

p

l

s

h

k

f

TO THE TEACHER: Have the children read silently all the questions and answers, and put an X front of each correct answer. In checking later, have them read their answers aloud.

How long had Olga lived in America?

- ___all her life
- ___only a little while
- ___for many years

In what language did Olga's mother talk?

- ___the language of her old country
- ___the English language
- ___the Indian language

What did Olga have in her handkerchief?

- ___a silver doll
- ___a paper dollar
- ___a silver dollar

To whom was Olga taking the money?

- ___to her brother
- ___to her teacher
- ___to her mother

Who could not understand what Olga said?

- ___her mother
- ___the teacher and the children at school
- ___her father

TO THE TEACHER: In Section 1, have the children read the words in each line from left to right, and cross out the word in each line that is different in meaning from the others. In checking later, have them read aloud the two words that are similar in meaning. In Sections 2 and 3, have the children follow the directions given. In checking later, have them read their rhymed words aloud, for Section 2, and read the answer names they have chosen in Section 3.

— 1 —

none	many	not any
several	a few	none
speak	sing	talk

— 2 —

Put a ring around each pair of words that rhyme.

learn	arm	knee	drift
earn	farm	see	dress
hit	ear	roll	sled
t	tear	pull	red

— 3 —

Cross out the answers that are not right.

What was the big girl's name?

Ann Olga English

Who fell down in the snow?

Olga the teacher Ergu

TO THE TEACHER: In Section 1, have the children read the words in the box and then choose a word to write the word that makes a correct sentence. In checking later, have them read each of the complete sentences.

Have the children follow instructions in Section 2. In checking later, have them read the words they have written.

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– 1 –

seats

pocket

puzzled

clearly

teacher

rang

Just then the bell _____

Miss Scott was the _____

The children sat in their _____

Miss Scott looked _____

Olga was speaking very _____

Miss Scott put the dollar into Olga's _____

– 2 –

Write the words that you get by putting
ly on each of these words.

clear _____

loud _____

slow _____

TO THE TEACHER: Have the children carry out the directions given for Section 1. In checking over, have them read aloud all their short words.

In Section 2, have the children cross out *Yes* or *No* to indicate whether each statement is true or false. In checking later, have them read aloud each true statement.

– 1 –

Write the two short words that you find
in each of these long words.

schoolroom _____

far-away _____

understand _____

afternoon _____

sunshine _____

– 2 –

Some children went home for lunch. Yes No

Olga's mother made a suggestion. Yes No

Alex was Olga's father. Yes No

Alex could speak English. Yes No

Olga loved Miss Scott. Yes No

(To be used after page 70 of Book Three)

TO THE TEACHER: Observing no set order, say all the words in the left-hand column of each box having the children find each word as you say it. Then have them read silently each word in the left-hand column and draw a line from it to the matching word in the right-hand column. In checking later, have them read the words aloud.

beggar	bottom	lunch	load
bottom	beggar	love	lady
button	button	lady	love
begged	begged	load	lunch
onion	orchard	interested	understand
answer	onion	understand	interested
orange	answer	indeed	instead
orchard	orange	instead	indeed
free	fruit	ragged	rang
few	free	roaring	rattle
fruit	from	rattle	roaring
from	few	rang	ragged

To THE TEACHER: The purpose of Section 1 is to give the children practice with the correct enunciation of phrases frequently slurred. Say all the phrases in each group to the children, being sure that you give them good speech patterns. Then have them take turns saying the groups of phrases.

The purpose of Section 2 is to give opportunity for practice in proper pronunciation, enunciation, and articulation, and to provide a list of words which will make individual speech needs apparent. Pronounce all the words in the list, being sure to give good speech patterns. Then have the children take turns saying the words. You may wish to return to this page from time to time for further practice.

- 1 -

on a hill	can hardly wait	in her hand
nearer and nearer	want to go	full of snow
more and more	met some others	just then
on and on	dark and cold	was a girl
brother and sister	sat down	just as well

- 2 -

exciting	vegetable
fighting	yesterday
terrible	orange
almost	tomato
describe	sentence
secret	America
minded	English
whip	language
although	several
interested	suggestion

TO THE TEACHER: In both Sections, have the children follow the directions given. In checking later have them read aloud their rhyming words for Section 1; have them tell what words and pictures they have connected in Section 2.

– 1 –

Put a ring around each pair of words that rhyme.

store

boil

lie

thick

scrap

more

oil

lay

stick

cap

strong

float

nip

use

pour

long

coat

dip

yes

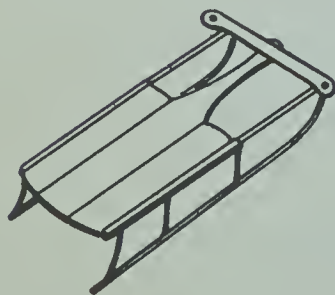
four

– 2 –

Draw a line from each word to the picture that it names.



barrel
bucket



sled
shoes



TO THE TEACHER: Have the children follow the instructions given. In checking later, have them read aloud the names that they have written.

Look at the words on the left side of the page. Pick out the ones that name something the Howlands used in making soap. Write them on the lines below.

ashes

an egg

frozen grease

a bell .

meat scraps

an orange

buckets

a rickshaw

straw

a rattle

barrels

a fire

lye

a kettle

TO THE TEACHER: In Section 1, have the children find the words with opposite meanings, in each box, and draw lines between the words. In checking later, have them read their pairs of opposites. Have the children follow directions given for Section 2. In checking later, have them read the correct answers.

- 1 -

hot	short	large	find
end	beginning	lose	small
long	cold	none	some

- 2 -

Put an X in front of the right answer to each question.

What was put first into the barrels?

___ Straw and ashes were put in first.

___ Lye and water were put in first.

___ Eggs and meat scraps were put in first.

Why didn't Jonathan put his fingers in the lye?

___ Because the lye would have burned them.

___ Because he was too short to reach into the kettle.

___ Because the liquid was too thick.

What did the soap look like?

___ It looked like gray ashes.

___ It looked like thick brown jelly.

___ It looked hard and green.

TO THE TEACHER: The purpose of Section 1 is to give the children practice in varying their tone, volume, and tempo to suit the ideas which they are saying or reading. Have them read each sentence aloud, and, by appropriate questions and suggestions, encourage them to interpret the mood expressed in it.

The purpose of Section 2 is to give the children practice in accurate pronunciation, good articulation, and distinct enunciation, and to promote flexibility of the speech organs. Read each sentence to the children, being sure that you give them good speech patterns. Then have them take turns saying the sentences. You may wish to return to this page from time to time for further practice.

— 1 —

Their eyes were round and black as buttons.

They were very glad to go to the orchard.

The bees made a very sleepy sound.

Warriors are coming! We must run!

Do not go up that trail!

Then he threw back his head and laughed.

We would like to do that more than anything!

They rode on and on and on.

It was fun to watch the men dancing.

— 2 —

Ask the animals anything.

Is Alice almost always ready?

The baby begged for a big bonnet.

Bob brought the bundles and bags.

Carry the cat with care.

Can the camel carry the circus clown?

Describe the drive in the desert.

Did Dat-say dream of daisies?

TO THE TEACHER: Have the children follow the instructions given. In checking later, have the read the sentences in the right order.

Each sentence below tells something that happened in the story. Read all the sentences and decide which happening came first. Put the number 1 in front of it. Put the number 2 in front of the sentence that tells what happened next. Number the other sentences to show where each happening came in the story.

- ___The mother and father came home.
- ___An Indian woman brought her sick baby to the farm house.
- ___Endurance peeled some potatoes for dinner.
- ___The Indian woman gave Prudence and Endurance each a little bag with beads on it.
- ___The girls decided to hide in the potato pit.
- ___The mother and father went to the village.
- ___The girls made jack-o'-lanterns.
- ___The girls brought the pumpkins in from the field.
- ___Their father said they were brave.
- ___The Indians stood still and looked at the jack-o'-lanterns.
- ___Prudence sat in Mother's chair and poured the tea.

TO THE TEACHER: Have the children follow the directions given. In checking later, have them read the right words aloud.

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Look at the picture and read the words below. Put an X in front of the words that name something in the picture.

___a queer cradle

___a shawl

___a tomahawk

___an Indian woman

___some dishes

___an eagle

___a kitten

___Prudence

___a forest

___a jack-o'-lantern

___Endurance

___a candle

___a bundle

___an Indian baby

TO THE TEACHER: In Section 1, have the children follow the directions given. In checking later, have them read aloud the words they have chosen.

In Section 2, have the children follow the directions given. In checking later, have them read their rhymed words aloud.

- 1 -

intelligent

wild

sight

hour

cry

pit

dish

mean

fierce

brave

plan

trade

low

load

tea

smile

Read all the words in the box above.
Find and write two words that describe
Prudence and Endurance.

- 2 -

Write a word that rhymes with each of
these words. You will find the words to
write, in the box at the top of the page.

might _____

made _____

flour _____

hit _____

while _____

try _____

ran _____

wish _____

grow _____

clean _____

child _____

pea _____

(To be used after page 93 of Book Three)

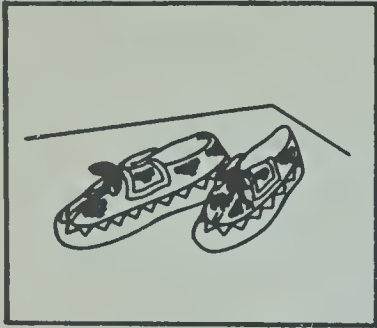
TO THE TEACHER: Observing no set order, say all the words in the left-hand column of each box, giving the children find each word as you say it. Then have them read silently each word in the left-hand column and draw a line from it to the matching word in the right-hand column. In checking later, have them read the words aloud.

also	edge	waste	warpath
close	ashes	wish	witch
edge	also	warpath	wish
ashes	close	witch	waste
move	move	often	after
more	mind	after	often
mind	main	sight	spirit
main	more	spirit	sight
hung	rang	believe	bonnet
hit	hour	different	describe
rang	hit	describe	different
hour	hung	bonnet	believe
for	fun	lonely	ugly
fur	for	love	eagle
fun	fine	ugly	love
fine	fur	eagle	lonely

TO THE TEACHER: In Section 1, have the children study the pictures, and then put an X in front of the word that names each picture. In checking later, have them identify each picture by telling the name that goes with it.

In Section 2, have the children follow the instructions given. In checking later, have them read the correct answer aloud.

- 1 -



___mountain
___moccasins
___market

___river
___rattle
___rifle

___button
___buffalo
___bonnet

- 2 -

Cross out the answers that are not right.

What were Johnny's clothes made of?

cotton buckskin paper

What was Johnny's shirt trimmed with?

buttons fur beads

How were the Whites traveling?

in a car on donkeys in a covered wagon

Who drove the oxen?

Johnny Mrs. White the baby

Where were the Whites going?

to California to China to Missouri

Where did the wagon train camp?

on the plains in the west by the river

TO THE TEACHER: In Section 1, have the children follow instructions given. In checking later, have them read aloud all the sentences that belong.

Have the children follow directions in Section 2. In checking later, have them read the rhyming words aloud.

In all lessons in which children read aloud or talk, see that they say their words accurately and clearly, and encourage them to use pleasant voices. Speech habits in children of this grade level result largely from imitation. Therefore, be sure that you give the children good patterns of pronunciation, articulation, and that your voice quality is pleasant.

— 1 —

Cross out the sentence which does not belong.

The wagon train wound slowly through a wide river valley. It was summer time and the valley was covered with long grass. Far off on both sides of the valley were low purple hills. The girls made jack-o'-lanterns.

Johnny wanted to ride with the scouts. He was very pleased when the leader of the wagon train said he might. Buffalo meat is good to eat. Johnny thought that perhaps someday he would be a famous scout.

— 2 —

Put a ring around each pair of words that rhyme.

slip	herd	mouth	pull	boot
trip	hour	south	bull	shoot
got	run	steak	shout	hand
shot	gun	sight	scout	band

TO THE TEACHER: In Section 1, have the children follow the directions given. In checking later, have them read aloud in pairs the words that have similar meanings.

Have the children follow the directions given for Section 2. In checking later, have them read aloud in pairs the words that have exactly the same meaning.

- 1 -

perhaps

circle

trail

gun

chief

forest

Beside each word below, write another word that has almost the same meaning. You will find the words to write, in the box above.

rifle _____

path _____

ring _____

maybe _____

woods _____

leader _____

- 2 -

they will

do not

I will

I have

I am

cannot

Beside each word below, write the words that have the same meaning. You will find the words to write, in the box above.

I've _____

I'm _____

I'll _____

can't _____

don't _____

they'll _____

TO THE TEACHER: In Section 1, have the children follow the directions given. In checking later, have them read aloud all their short words.

Have the children read the lists of words in Section 2, and write them on the lines according to the initial letters. In checking later, have them read their lists aloud.

– 1 –

Write the two short words that you find
in each of these long words.

campfire _____

herdsman _____

– 2 –

danger

smoke

knife

dip

knee

rang

raised

signal

sighed

rather

know

drove

kn

s

r

d

TO THE TEACHER: In Section 1, have the children indicate whether the statement is true or false by crossing out *No* or *Yes*. In checking later, have the children read the sentences that are true.

In Section 2, have the children follow the directions given. In checking later, have them read their descriptive words aloud.

- 1 -

The wagon train had traveled many miles. Yes No

Johnny killed a buffalo. Yes No

The wagon train was camped in a valley. Yes No

Johnny killed a deer. Yes No

Fierce Indians attacked the wagon train. Yes No

- 2 -

proud

quiet

high

hard

Read all the words in the box above. Find and write the two words that describe how the deer held its head.

In the box above find one word that describes the valley. Write it on this line.

In the box above find the word that describes the journey. Write it on this line.

TO THE TEACHER: In both Sections, have the children follow the directions given. In checking
er, have them read aloud their words for each Section.

— 1 —

map	peaceful	fast
town	branch	safe

Read all the words in the box above. Then
write beside each word below, the one which
begins with the same sound.

travel _____

mountain _____

sister _____

fight _____

perhaps _____

bell _____

— 2 —

Write the little word which you see in
each of these words.

western _____

peaceful _____

lately _____

friendly _____

TO THE TEACHER: In Section 1, have the children follow the instructions given. In checking later, have them read the sentences aloud in the correct order.

Have the children follow directions for Section 2. In checking later, have them read the sentences aloud and tell which answers they have marked.

— 1 —

The sentences below tell six things that happened in the story. Find the sentence that tells what happened first, and number it 1. Number the other sentences to show when each happening came in the story.

- ___ Johnny saw a deer.
- ___ An Indian chief gave Bill Peters a pair of moccasins.
- ___ Johnny saw a large herd of buffaloes.
- ___ The Whites built a new home in Peaceful Valley.
- ___ The Whites camped by the Missouri River.
- ___ The wagon train crossed the Great Plains.

— 2 —

Put an X in front of the right answer to each question.

Why did they build their houses close together?

- ___ Because they did not have enough land.
- ___ Because they were lazy.
- ___ So that they would be safe from Indians.

What was Johnny when he grew up?

- ___ He was a famous Indian fighter.
- ___ He was a famous hunter and guide.
- ___ He was a teacher in Peaceful Valley.

TO THE TEACHER: In both Sections, have the children follow the instructions given. In checking Section 1 later, have them read aloud their rhymed words. In checking Section 2, have them read the question aloud and tell which answer is correct.

In all lessons in which children read aloud or talk, see that they say their words accurately and clearly, and encourage them to use pleasant voices. Speech habits in children of this grade level result largely from imitation. Therefore, be sure that you give the children good patterns of pronunciation, enunciation, and articulation, and that your voice quality is pleasant.

- 1 -

spark

fuel

scatter

bad

those

leaned

Read all the words in the box above. Then write each one on a line below beside a word that rhymes with it.

had _____

nose _____

cleaned _____

dark _____

cruel _____

patter _____

- 2 -

Put an X in front of the right answer to the question.

What interested David very much?

____ Sally Jones's new dress

____ the steam engine and the train

____ the cinders and the smoke

TO THE TEACHER: In Section 1, have the children follow the instructions given. In checking later have them read aloud in pairs the words which have similar meanings.

In Section 2, have the children follow the instructions given. In checking later, have them read the completed sentences aloud.

- 1 -

aboard	actually	passengers
scared	invention	hour
carriage	tickets	quiet

Read all the words in the box above.
Find and write beside each word below
another word that has almost the same
meaning.

frightened _____

really _____

still _____

- 2 -

Put the right word at the end of each
sentence. You will find the words to write,
in the box above.

The train was a wonderful _____

The coachman drove the _____

People who ride on trains are _____

The conductor took their _____

The conductor called, "All _____

The train went thirty miles an _____

TO THE TEACHER: In Section 1, observing no set order, say all the words in the left-hand column of each box, having the children find each word as you say it. Then have them read silently each word in the left-hand column and draw a line from it to the matching word in the right-hand column. In checking later, have them read the words aloud.

In Section 2, have the children follow the instructions given. In checking later, have them read their sentences aloud in proper sequence.

- 1 -

annoyed	afternoon	since	spark
aboard	annoyed	stiff	since
although	answer	spark	stiff
afternoon	aboard	scared	satisfied
answer	although	satisfied	scared
jerked	just	improvement	puffing
joined	jolly	invention	direction
journey	journey	direction	invention
just	joined	pleasant	improvement
jolly	jerked	puffing	pleasant

- 2 -

Number each of the sentences below to show when each happening came in the story.

____David and his aunts rode in a carriage.

____David saw a picture of the wonderful train.

____David and his aunts rode on the train.

TO THE TEACHER: Have the children follow the instructions given. In checking later, have them read the paragraphs, omitting the sentence that does not belong.

Cross out the sentence that does not belong.

David was a boy who lived before there were trains like the ones we have today. But he was very much interested in the trains they did have then. Then he ran back to his mother to let her see how fine he looked. He wanted to have a ride on one of the new trains.

David sat beside the coachman. The coachman looked very cross. So David did not talk to him. Some of the passengers decided to sit on top of the coach. At last the coachman decided to talk to David. "Going to ride on the new train, I hear," he said.

After he had been on the train for some time, David was not so excited as he had been. His clothes, too, were made of buckskin. Aunt Melissa leaned back in her seat as if she were used to trains. The other aunt looked out of the windows, and liked seeing the things they passed. David leaned back with a happy sigh.

TO THE TEACHER: The purpose of this page is to provide opportunity for individual participation through the reading of sentences containing words and phrases frequently mispronounced and slurred. Read each sentence to the children. As each child reads the sentence assigned him, note his speech habits and plan such corrective practice as may be needed. Special stress may be laid on the fact that sometimes there are many words in a single sentence that need special attention. You may wish to return to this page from time to time for further practice.

The Howlands and most other people who lived then had to make their own soap.

Jonathan put the barrels on a high bench that stood beside the shed door.

Sometimes the Indians would come to trade their furs for something which they wanted.

After the dishes were washed, the girls hurried to the field to get the pumpkins.

One look at their fierce, painted faces and their terrible tomahawks told her they were on the warpath.

But they were intelligent girls and did not waste much time crying over trouble.

On his head he had a fur cap.

On and on across the plains toward the west moved the slow train of wagons.

It had been made by a man who actually rode on the train the first time it carried passengers.

Behind the fuel car were the coaches, yellow with orange trimmings.

"Schenectady! Schenectady! All out for Schenectady!" cried the conductor.

TO THE TEACHER: In Section 1, have the children follow the instructions given. In checking later have them read aloud the two words that they have written for each of the words at the left of the lines.

In Section 2, have the children follow the directions given. In checking later, have them read aloud for each of the pairs of words at the left of the lines the single word that they have written.

In all lessons in which children read aloud or talk, see that they say their words accurately and clearly, and encourage them to use pleasant voices. Speech habits in children of this grade level result largely from imitation. Therefore, be sure that you give the children good patterns of pronunciation, enunciation, and articulation, and that your voice quality is pleasant.

— 1 —

The letters **un** at the beginning of a word often mean **not**. So the word **unkind** means **not kind**. Write two words that tell what each of the words below means.

unhappy _____

unsafe _____

unselfish _____

unable _____

— 2 —

On each line below write one word that has the same meaning as the two words on the left. Begin each word that you write with the letters **un**.

not wise _____

not heard _____

not afraid _____

not lucky _____

TO THE TEACHER: Have the children follow the instructions given. In checking later, have them aloud the correct answers.

Put an **X** in front of the right answer to each question.

Why were the king and queen worried?

___ Because their daughter could not cry.

___ Because the princess always cried.

___ Because Marigold could not laugh.

Why did they invite the fairy to the palace?

___ Because no one else would come.

___ Because they wanted her advice.

___ Because she was thin and old.

To whom were they going to give a bag of money?

___ To each one of their servants.

___ To all the lords and ladies.

___ To the one who cured the princess.

What was the plan of the second wise man?

___ To keep the princess by herself.

___ To make dreadful faces and terrible noises.

___ To make the princess laugh.

Who cured the princess?

___ The second wise man.

___ A little village girl.

___ The third wise man.

TO THE TEACHER: Have the children follow the instructions given for all three sections. In check later, have them read aloud the words they have formed for Sections 1 and 2. For Section 3, have them read aloud for each of the contractions at the left the two words they have formed.

– 1 –

Write the words that you get by putting
ing on each of these words.

break _____

listen _____

stream _____

sigh _____

– 2 –

Write the words that you get by putting
ed on each of these words.

matter _____

listen _____

stream _____

jerk _____

– 3 –

On each line write two words that have
the same meaning as the word at the left.

didn't _____

couldn't _____

can't _____

TO THE TEACHER: All the words on this page are words which the children have met previously in Basic Book Three or in earlier books of the series. They are words containing consonant blends which are frequently mispronounced or carelessly enunciated. Pronounce all the words in each group to the children, being sure that you give good patterns of pronunciation, enunciation, and articulation, so that your voice quality is pleasant. Then have the children take turns saying all the words in a group. Keep the drill pleasant, but hold the children to accurate pronunciation of all words. You may return to this page from time to time for further practice.

brush	slope	skin	cheese
trail	steep	glass	promised
tribe	proud	spent	China
smile	trouble	fruit	braided
straight	whip	crowded	stove
Switzerland	travel	shoulder	cheek
step	free	straw	trade
chestnut	store	floated	brave
small	frozen	strong	child
drift	grease	thick	plan
sled	Scott	Prudence	close
clearly	scrap	cradle	spirit
plain	steak	spark	pleasant
shirt	shoot	Schenectady	thin
trimmed	shot	scattered	breaking
drove	smoke	thirty	streamed
trip	branch	scared	splash
scout	steam	stiff	spring

TO THE TEACHER: In Section 1, have the children follow the instructions given. In checking la have them read aloud their completed sentences.

In Section 2, have the children follow the directions given. In checking later, have them read al the pairs of words which rhyme.

- 1 -

slow
game

skipping
gardener

hose
quickly

Read all the words in the box above and
find the right word to put on each line
below.

William was the _____

He was usually very _____

But one day he and Jane played a _____

That day he did everything very _____

He went about hopping and _____

He played skip the rope with the garden _____

- 2 -

Put a ring around each pair of words
that rhyme.

speak

pail

sang

write

weak

mail

hang

wrote

those

stiff

steak

able

hose

stairs

break

table

TO THE TEACHER: Have the children follow the instructions given. In checking later, have them read the paragraphs aloud, omitting the sentence that does not belong.

Cross out the sentence that does not belong.

William was a gardener. He worked for Jane's mother and father. William liked to stand still. Fairies laugh with a tinkling laugh. Even when he ran, he looked as if he would be standing still again the very next minute.

William wasn't washing the benches slowly and carefully the way he usually did. Instead he was skipping about and waving his pail of water. The princess was wearing blue stockings. As he skipped he sang, "Tra-la, tra-la, tra-la."

Jane's mother couldn't understand the way William and Jane were acting. She just didn't know what to think about it. She telephoned Jane's father to tell him what was happening. "Hello," called David in an especially happy voice.

Jane's father was at his office. He read his mail and talked to some men and wrote his name on some papers. The servant supposed Marigold was a beggar. But all the time he was thinking about William and Jane.

TO THE TEACHER: In Section 1, have the children follow the instructions given. In checking later, have them read aloud the sentence which tells the main idea.

In Section 2, have the children indicate whether each statement is true or false by marking out No or Yes. In checking later, have them read aloud the sentences that are true.

- 1 -

Put an X in front of the sentence that tells the main idea in this story.

- ___The soap bubbles piled higher and higher.
- ___The general of 'Pon-a-time land had a fat stomach.
- ___The soldiers carried out the king's command.
- ___The people in 'Pon-a-time land did not understand the cake of soap.
- ___The king of 'Pon-a-time land had an army.
- ___The soap whizzed through the air.

- 2 -

- | | | |
|---|-----|----|
| Prince Johnny lived in 'Pon-a-time land. | Yes | No |
| A wet cake of soap is slippery. | Yes | No |
| The cake of soap actually had wings. | Yes | No |
| The army captured the cake of soap. | Yes | No |
| The nurse was frightened. | Yes | No |
| The soldiers stirred the water with their swords. | Yes | No |
| The general patted his stomach. | Yes | No |
| The soap whirled around in the water. | Yes | No |

TO THE TEACHER: In Section 1, have the children follow the directions given. In checking later, have them read for each word at the left the two words that they have formed.

In Section 2, observing no set order, say all the words in the left-hand column of each box, having the children find each word as you say it. Then have them read silently each word in the left-hand column and draw a line from it to the matching word in the right-hand column. In checking later, have them read the words aloud.

In all lessons in which children read aloud or talk, see that they say their words accurately and clearly, and encourage them to use pleasant voices. Speech habits in children of this grade level result largely from imitation. Therefore, be sure that you give the children good patterns of pronunciation, articulation, and articulation, and that your voice quality is pleasant.

- 1 -

Write the two short words that you find
in each of these words.

become _____
became _____

- 2 -

escape	every
enemy	else
every	escape
else	enemy

strike	sword
stairs	since
sword	strike
since	stairs

army	arm
any	only
arm	any
only	army

bubble	bottle
bottle	bottom
rattle	bubble
bottom	rattle

TO THE TEACHER: In Section 1, have the children follow the directions given. In checking later have them read aloud the sentence which tells the main idea.

In Section 2, have the children read the words in the box silently, then find and write the ending that will make each sentence true. In checking later, have them read the completed sentences.

- 1 -

Put an X in front of the sentence that tells the main idea of this story.

___The Peterkins lived in a village.

___The Peterkins liked music.

___The piano had black and white keys.

___Elizabeth Eliza practiced everyday.

___The Peterkins were very foolish.

___Honeysuckle vines grew on the porch.

___It was so cold that everyone shivered.

- 2 -

piano

parlor

movers

wise

arms

flower

Elizabeth Eliza had a new _____

The men who brought the piano were _____

They put the piano in the _____

Honeysuckle is a kind of _____

Agamemnon had long _____

The lady from Philadelphia was very _____

TO THE TEACHER: The purpose of Section 1 is to give the children practice in varying their tone, time, and tempo to suit the ideas which they are saying or reading. Have them read each sentence, by appropriate questions and suggestions, encourage them to interpret the mood expressed by it. The purpose of Section 2 is to give the children practice in correct pronunciation, good articulation, distinct enunciation, and to promote flexibility of speech organs. Say each sentence to the children, being sure to give them good speech patterns. Then have them take turns saying the sentences. You may return to this page from time to time for further practice.

— 1 —

She laughed and kicked her foot into the air and sent her slipper flying across the room.

The queen was quite worried as she stood there, for the noises which came to her ears were terrible indeed.

“Oh, he was funny,” she said with a jolly laugh. “Can’t he come again?”

But now she was sick, and poor Marigold was in great trouble.

He said in a loud, cross voice, “Go to the back door where you belong.”

He hurried home from the office as fast as he could.

“Get the three strongest soldiers you have in your army,” commanded the king.

The lady from Philadelphia looked surprised and said, “But why don’t you turn the piano around?”

— 2 —

Her father found the fairies in the forest.

The fuel for the fire was in a far field.

Guido will guide the general to the games.

The greedy goose will gather gifts of gold.

The herdsman found the hunter’s handkerchief.

Hurry and say hello to the homesick boy.

TO THE TEACHER: Have the children follow the instructions given. In checking later, have them read aloud the sentences in correct order.

The words after each number below are mixed up. Change them around to make sentences about the story. Write the sentences.

1. a princess real prince the wanted

2. night one a there was storm

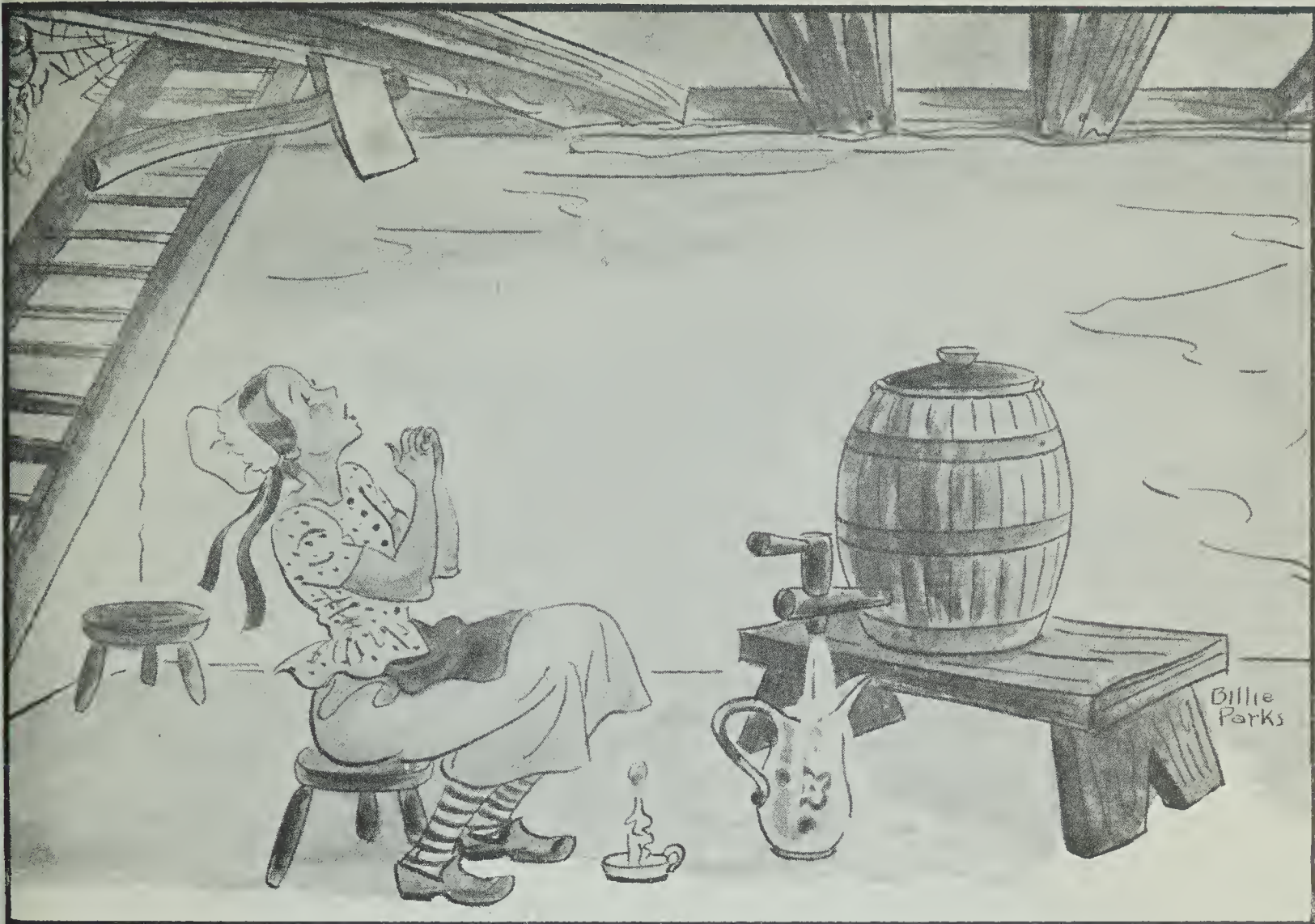
3. on the bed mattresses put twenty she

4. delicate skin the had princess

5. in a museum put pea the they

(To be used after page 190 of Book Three)

TO THE TEACHER: Have the children follow the instructions given. In checking later, have them identify each thing seen in the picture by reading aloud the words that they have marked.



Look at the picture and read the words below. Put an **X** in front of the words that name something you see in the picture.

___a girl

___a candle

___a barrel

___a pitcher

___a pond

___buttermilk

___the ceiling

___a chimney

___the stairs

___an ax

TO THE TEACHER: Have the children follow the directions given. In checking later, have them read aloud their completed sentences.

journey

neck

roof

cellar

inn

pond

cow

ladder

sillies

woman

moon

trousers

Read all the words in the box above and find the right ending for each sentence below.

The daughter went to the _____

The cow climbed the _____

The soot smothered the _____

She tied a rope around the cow's _____

The cow fell off the _____

The rope strangled the _____

The man tried to jump into his _____

The reflection of the moon was in the _____

The traveler set off on his _____

The traveler found many _____

TO THE TEACHER: In Section 1, have the children follow the directions given. In checking later, have them read aloud the two short words they have formed for each of the single words given.

In Section 2, have the children follow directions. In checking later, have them read aloud in pairs the words that rhyme.

In Section 3, have the children read each line silently from left to right, find the two words or phrases with similar meanings and cross out the word or phrase that does not belong. In checking later, have them read aloud the words and phrases with similar meanings.

In all lessons in which children read aloud or talk, see that they say their words accurately and clearly, and encourage them to use pleasant voices. Speech habits in children of this grade level result largely from imitation. Therefore, be sure that you give the children good patterns of pronunciation, articulation, and articulation, and that your voice quality is pleasant.

— 1 —

Write the two short words that you find
in each of these words.

halfway _____

moonlight _____

grown-up _____

half-grown _____

— 2 —

Put a ring around each pair of words
that rhyme.

bank squirt weight such

thank shirt whose luck

tip lose moo tusk

dip whose zoo grab

— 3 —

suddenly slowly all at once

dirty not clean shining

halfway at the end in the middle

TO THE TEACHER: Have the children follow the instructions given. In checking later, have them read aloud first the three words that tell about the jungle, then the one word that describes the elephant's neck, then the two words that tell what kind of animals elephants are.

bushes

elephants

large

intelligent

tigers

stiff

In the box above find three words that name something you might see in a jungle. Write them on these lines.

In the box above find one word that describes an elephant's neck. Write it on this line.

Write two words that tell what kind of animals elephants are. You will find the words to write, in the box above.

TO THE TEACHER: Have the children follow the instructions given in Section 1. In checking later, have them read the paragraph aloud, omitting the sentences that do not belong.

In Section 2, have the children follow the instructions given. In checking later, have them read aloud each word given at the left of the line with the word they have written.

– 1 –

Cross out the sentences that do not belong.

After they have had a drink, the grown-up elephants dive into the water. The traveler stayed at the inn. Then each elephant gives himself a shower bath. He does this by squirting water over his body. When their baths are over, the bull elephants swim about. The children went to the zoo. But the mother elephants get busy and give the little ones shower baths.

– 2 –

Write the word that you find when you take the ending off each of these words.

quickly _____

dirty _____

suddenly _____

nearly _____

badly _____

dusty _____

strangely _____

TO THE TEACHER: In Section 1, have the children follow the instructions given. In checking later have them read aloud the words they have formed.

In Section 2, have the children follow the instructions given. In checking later, have them read the correct answers aloud.

In Section 3, have the children read silently the words in the boxes, then find words with opposite meanings in each box and draw lines between these words. In checking later, have them read aloud their opposite words in pairs.

- 1 -

Write the word you get by taking off **ly**.

properly _____

naturally _____

- 2 -

Put an **X** in front of the right answer to each question.

Why must elephants lift their trunks up out of the water when they swim?

____ Because their trunks are heavy.

____ Because they breathe through their trunks.

____ Because their trunks are long.

How does a mother elephant hold her baby up in the water?

____ With her tusks.

____ With her ears.

____ With her trunk.

- 3 -

forget

clean

right

long

question

remember

short

light

important

answer

hard

soft

dirty

unimportant

heavy

wrong

TO THE TEACHER: In Section 1, have the children follow the directions given. In checking later, have them read their rhyming words aloud.

In Section 2, have the children follow the directions given. In checking later, have them read aloud the little words that they have formed.

Have the children follow directions for Section 3. In checking later, have them read the sentences aloud in the right order.

– 1 –

Put a ring around each pair of words that rhyme.

four	float	work	swim
more	coat	more	him

– 2 –

Write the little words that you find in each of these long words.

animals _____

noses _____

trying _____

watches _____

– 3 –

Number each of the sentences below to show when each happening came in the story.

____ The elephants drink from a stream.

____ The elephants come to a stream.

____ The mother elephants give their babies baths.

____ The older elephants give themselves shower baths.

____ The mothers teach their children to swim.

TO THE TEACHER: Have the children follow the directions given. In checking later, have the read their corrected sentences aloud.

The words after each number below are mixed up. Change them around to make sentences about the story. Write the sentences.

1. eager the to go children were

2. to patch weed the went they

3. teams organized six they

4. leaders they six chose

5. Miss Harper with the talked children

TO THE TEACHER: Have the children follow the directions given. In checking later, have them read aloud the words they have chosen to answer each of the questions.

cocklebur

elm

maple

dandelion

jewelweed

walnut

Read all the words in the box above and find the right words to put on the lines below. You may need to write some words more than once.

What three words are names of trees?

What is another name for a touch-me-not?

What plant has seeds that steal a ride?

What plant has tiny black seeds with soft white sails?

What plant has seed pods that fly to pieces when touched?

(To be used after page 220 of Book Three)

TO THE TEACHER: Observing no set order, say all the words in the left-hand column of each box having the children find each word as you say it. Then have them read silently each word in the left-hand column and draw a line from it to the matching word in the right-hand column. In checking later have them read the words aloud.

farther	faster	invite	indeed
father	feather	include	invite
faster	farther	indeed	invent
feather	father	invent	include
searching	striking	pop	pat
sucking	squirting	pat	pod
squirting	sucking	peep	peep
striking	searching	pod	pop
Roger	Richard	bank	bark
Ralph	River	bark	back
River	Ralph	book	bank
Richard	Roger	back	book

TO THE TEACHER: The purpose of this page is to give children practice in proper pronunciation, and articulation. In Section 1 are words with initial *wh* sounds, on which some children find much drill.

In Section 2 is a general list, in which most of the words cause some children trouble. In each section pronounce all the words in each group, being sure to give good speech patterns. Then have the children take turns saying the words. You may wish to return to this page from time to time for further practice.

– 1 –

what	when	wheat
white	wheel	which
where	while	whinnied

– 2 –

believe	cradle	rifle
beginning	pumpkin	perhaps
pouring	fierce	sighed
liquid	witch	direction
question	spirit	Albany
jack-o'-lantern	Missouri	actually
Elizabeth	slippery	suddenly
fuel	stomach	naturally
especially	Philadelphia	farther
usually	museum	dandelion
stocking	chimney	organize
suppose	soot	reflection

TO THE TEACHER: Have the children follow the instructions given. In checking later, have them read their corrected sentences aloud.

The words after each number below are mixed up. Change them around to make sentences about the story. Write the sentences.

1. farm on lived a Peggy

2. Hound Pax Doggie and friends were

3. bristles has sharp porcupine a

4. howled Hound Doggie animal like a crazy

5. a bristly ball the porcupine looked like

TO THE TEACHER: In Section 1, have the children follow the directions given. In checking later, have them read the answers they have marked.

In Section 2, have the children follow the directions given. In checking later, have them read the paragraph as it should be.

- 1 -

Put an **X** in front of the right answer to each question.

Where did Peggy and her dog live?

___on a farm

___in the city

___in the jungle

Where did the strange animal's tail hit Pax?

___on his back

___on his front legs

___on his nose

What had the porcupine wanted to do?

___hurt the dogs

___go home to her babies

___sit in a tree all night

- 2 -

Cross out the sentence that does not belong.

Pax jumped at the porcupine. He did not know about bristles. When he was hurt, he began to howl. Johnny grew to be a very famous hunter and guide. But he was so angry that he jumped at the animal again. Then he howled louder than before.

TO THE TEACHER: In Section 1, have the children follow the directions given. In checking later have them read aloud the two words they have written for each single word.

In Section 2, have the children follow the directions given. In checking later, have them read aloud their rhyming words.

In all lessons in which children read aloud or talk, see that they say their words accurately and clearly, and encourage them to use pleasant voices. Speech habits in children of this grade level result largely from imitation. Therefore, be sure that you give the children good patterns of pronunciation, enunciation, and articulation, and that your voice quality is pleasant.

- 1 -

Write the two short words that you find
in each of these words.

tumbleweed _____

grasshopper _____

jewelweed _____

football _____

milkweed _____

- 2 -

Put a ring around each pair of words that
rhyme.

dive

sit

like

sign

hive

spit

spike

spine

hole

wait

dog

dish

pole

bait

dug

fish

stop

twenty

milk

ball

pop

plenty

silk

bell

inch

pail

hose

explain

angry

sail

chose

either

TO THE TEACHER: In Section 1, have the children follow the instructions given. In checking later, have them read aloud their completed sentences.

In Section 2, have the children follow the instructions given. In checking later, have them read aloud the words at the left and the words of similar meaning that they have written.

– 1 –

discover	exclaimed	noticed
grasshopper	bait	forehead
plenty	searched	liquid
compound eyes	worms	tobacco juice

Read the words in the box and find the right ending for each sentence.

The boys dug only a few _____

They decided to use grasshoppers for _____

A grasshopper spits out a brown _____

The liquid looks like _____

A grasshopper has two large _____

A grasshopper has three small eyes in its _____

It is hard to catch a _____

– 2 –

On each line below, write a word that has almost the same meaning as the word or words on the left. You will find the words to write, in the box above.

cried out _____

find _____

TO THE TEACHER: The purpose of this page is to give the children practice in accurate pronunciation, good articulation, and distinct enunciation, and to promote flexibility of the speech organs. Read each sentence to the children, being sure that you give them good speech patterns. Then have them take turns saying the sentences. You may wish to return to this page from time to time for further practice.

The lazy lamb lay by the little log.

Lift the ladder and let us look.

The museum must have the most money.

The man sold a mattress in the market.

Naturally now is nearer than never.

Near the name was a number.

Peggy filled the pitcher at the pond.

Can you patch the pink piece properly?

Richard and Roger made rhymes and riddles.

The ripe red radishes were ready.

She was satisfied with the steak from the store.

The searching men saw the smoke signal.

He took a ticket for a trip to the town.

There were thirty on the team.

The Indians went west on the warpath.

The wigwam was by a waterfall in the woods.

TO THE TEACHER: Have the children follow the instructions given. In checking later, have them read their completed sentences aloud.

Blunder

Wishing Gate

meadow

rules

angry

sir

godmother

Tom Thumb's

owl

Read all the words in the box above and find the right ending for each sentence below. You may need to write some words more than once.

The boy in the story was named _____

He wanted to find the _____

The Wishing Gate was in a _____

Blunder had a fairy _____

She knew the way to the _____

But she could not tell _____

That was against fairy _____

Blunder woke up an _____

The owl was very _____

He cried, "Follow your nose, _____

TO THE TEACHER: Have the children follow the instructions given. In checking later, have them read aloud the words at the left and the words of similar meaning that they have written.

slanting

brook

below

meadow

sob

breeze

sprite

chipmunk

merry

On the line beside each word below write another word that has almost the same meaning. You will find the words to write in the box above.

spring

sloping

under

cry

wind

elf

squirrel

happy

pasture

TO THE TEACHER: Have the children follow the instructions given. In checking later, have them read aloud their corrected sentences.

The words after each number below are mixed up. Change them around to make true sentences about the story.

1. pine under tree sat the Blunder

2. crow see Blunder not did the

3. cloak magic Blunder down on fell the

4. the goblin's supper was cook the cooking

5. Blunder home returned

TO THE TEACHER: In Section 1, have the children follow the directions given. In checking later, have them read aloud their rhymed words.

In Section 2, have the children follow the directions given. In checking later, have them read aloud with each single word given, the two short words that they have written.

— 1 —

true
clump

clatter
grain

brook
crow

Beside each word below, write another word that rhymes with it. You will find the words to write, in the box above.

stump _____

rain _____

grow _____

blue _____

shook _____

matter _____

— 2 —

Write the two short words that you find in each of these words.

upstairs _____

whichever _____

godmother _____

TO THE TEACHER: The purpose of this page is to give the children practice in proper pronunciation, articulation, and articulation. In Section 1 are words ending with *k*. In Section 2 are words with the ending. In Section 3 are words with the consonant blends *pl*, *fl*, *thr*, *sk*, *sw*, *br*, and *cr*. In each section pronounce all the words in each group, being sure to give good speech patterns. Then have the children take turns saying the words. You may wish to return to this page from time to time for further practice.

- 1 -

ask	track	spark
black	dark	weak
cook	thick	bank
drank	tomahawk	tuck
drink	steak	silk
milk	attack	back

- 2 -

blackberry	hurry	strawberry
every	pittery	slippery
mulberry	pattery	angry
merry	story	very

- 3 -

plan	skin	brave
plain	sky	branch
pleasant	flew	bridge
plenty	Flopsy	broke
please	flower	brothers
place	floor	broom
plant	flour	brass
plowing	cradle	bread
through	crack	breakfast
swim	crawl	breeze
sweep	creak	bright
sweet	cried	brought
swinging	cross	three
swishing	cruel	threw

TO THE TEACHER: Have the children follow the directions given. In checking later, have them read the sentences aloud in the order in which the events happened.

In all lessons in which children read aloud or talk, see that they say their words accurately and clearly, and encourage them to use pleasant voices. Speech habits in children of this grade level result largely from imitation. Therefore, be sure that you give the children good patterns of pronunciation, enunciation, and articulation, and that your voice quality is pleasant.

Each sentence below tells about something that happened in the story of the enchanted frog. Read all the sentences. Decide which sentence tells about the first happening. Number that sentence 1. Number the other sentences to show when each happening came in the story.

- ___The princess ran to the palace, leaving the frog behind.
- ___One day a beautiful princess dropped her golden ball into a deep dark well.
- ___The ugly old frog changed into a tall young man.
- ___The frog knocked at the palace door.
- ___The princess touched the frog.
- ___In a hoarse voice a frog said, "I will get the ball for you."
- ___The princess promised to take the frog to the palace and let him drink from her cup.
- ___The frog told the little princess not to be afraid.
- ___The princess' father told her that a king's daughter never tells a lie.
- ___When the princess saw the frog outside the palace door, she shut the door and ran to her father.

TO THE TEACHER: In Section 1, have the children follow the directions given. In checking later, have them read aloud the things that Li'l' Hannibal did.

In Section 2, have the children follow directions. In checking later, have them read aloud their rhyming words.

— 1 —

Put an **X** in front of the words that tell what Li'l' Hannibal had to do for his gran' mammy and his gran' daddy.

____sweep the hearth

____build a schoolhouse

____cut wood for the fire

____play the piano

____stir up a li'l' hoecake

____find a porcupine

____pick cotton

____go to the store

____catch grasshoppers

— 2 —

Put a ring around each pair of words that rhyme.

horn

got

tote

stretch

wade

corn

knot

take

fetch

shade

TO THE TEACHER: Have the children follow the instructions given. In checking later, have them read aloud the sentence that they have marked.

Read the part of the story given in the box. Then read the sentences below and put an X in front of the one that tells the main idea in this part of the story.

One morning Li'l' Hannibal decided to run away. He got out of bed quietly and put on his clothes. He hurried out of the cabin before his gran'mammy and his gran'daddy woke up. He went down the road and over the bridge and along the edge of the cotton field. On he went, past the schoolhouse and into the country. Li'l' Hannibal was running away from home.

___Li'l' Hannibal lived in a cabin.

___He got out of bed quietly.

___The cotton field was near the road.

___Li'l' Hannibal ran away.

___It was early in the morning.

___Not far away was a bridge.

___He put on his clothes.

TO THE TEACHER: In Section 1, have the children follow the instructions given. In checking later, have them read aloud the names they have written.

In Section 2, observing no set order, say all the words in the left-hand column of each box, having the children find each word as you say it. Then have them read silently each word in the left-hand column and draw a line from it to the matching word in the right-hand column. In checking later, have them read the words aloud.

- 1 -

a rabbit

a robin

a partridge

a turkey

a guinea hen

a jay bird

a squirrel

a princess

a tiger

Whom did Li'l' Hannibal and the possum see when they came to the open place in the woods? Find their names in the box above and write them on these lines.

- 2 -

crazy

chair

special

ashamed

cheer

crazy

ashamed

enchanted

chair

cheer

especially

special

chimney

chimney

enchanted

especially

TO THE TEACHER: Have the children follow the instructions given. In checking later, have them read aloud their corrected sentences.

The words after each number below are mixed up. Change them around to make sentences about the story. Write the sentences.

1. dinner Br'er Rabbit cooked the

2. a stump used for a table they

3. things many good to eat they had

4. cookies sugar they had some

5. Li'l' nothing Hannibal to eat had

TO THE TEACHER: In Section 1, have the children follow the directions given. In checking later, have them read aloud each question and each answer they have written.

In Section 2, have the children follow the instructions given. In checking later, have them read the correct answers aloud.

– 1 –

Read page 269 of your Reader and find the right answers to put on the lines below.

What did the mocking bird say?_____

What did the owl say?_____

What did the frogs say?_____

How did the shadows look?_____

– 2 –

Cross out the wrong answers.

How many make a couple?

two one three

What did Li'l' Hannibal have for supper?

roast turkey a hoecake cookies

TO THE TEACHER: The purpose of this page is to give the children practice in varying their tone, volume, and tempo to suit the material contained in the sentences they are saying or reading. Have them read each sentence, and encourage them to use the most effective way of reading each one. You may wish to return to this page from time to time for further practice.

After a while he said quite loudly, "Good Owl, please show me the way to the Wishing Gate."

"What is that? What is that?" cried the owl, awakening from his nap.

"To be sure," answered Jack in a merry voice.

"Quick," she cried. "If my master catches you, he will have you in a pie."

Clump! Clump! Clump! That was the goblin halfway down the stairs.

Then the hoarse voice called again, "Tell me, little princess, and I will help you."

"My beautiful ball has fallen into the well," she cried.

"All my life I shall be thankful to you."

Li'l' Hannibal got out of bed very quietly.

Miss Guinea Hen would get up on a low branch, beat her wings up and down, and shout, "Catch it! Catch it! Catch it!" in a very loud voice.

Li'l' Hannibal was scared of the shadows, but he got away from them all right.

TO THE TEACHER: In Section 1, have the children read silently the part of the story given in the box. Then have them read the sentences below and put an X in front of the one that tells the main idea in this part of the story. In checking later, have them read aloud the sentence that they have marked.

In Section 2, have the children follow the instructions given. In checking later, have them read aloud the descriptive words that they have written.

In all lessons in which children read aloud or talk, see that they say their words accurately and clearly, and encourage them to use pleasant voices. Speech habits in children of this grade level result largely from imitation. Therefore, be sure that you give the children good patterns of pronunciation, articulation, and that your voice quality is pleasant.

— 1 —

The people in the village were cruel and unkind. They followed the strangers up the hill and shouted unkind words at them. They even threw stones at the poor, ragged men.

___ There were stones on the hill.

___ The people lived in a village.

___ The people of the village were cruel and unkind to the strangers.

___ The poor men were strangers.

— 2 —

kind

delicious

unselfish

Read the words in the box above and find the right answers to put on the lines below.

What two words describe Baucis and Philemon?

_____ and _____

What word describes the milk? _____

TO THE TEACHER: In Section 1, have the children follow the instructions given. In checking later have them read the sentences aloud in the correct order.

In Section 2, observing no set order, say all the words in the left-hand column of each box, having the children find each word as you say it. Then have them read silently each word in the left-hand column and draw a line from it to the matching word in the right-hand column. In checking later, have them read the words aloud.

- 1 -

Each of these sentences tells something that happened in the story. Read all the sentences. Decide which happening came first and put 1 in front of the sentence that tells about it. Number the other sentences to show when each happening came in the story.

___The people of the village were unkind to the strangers.

___Philemon and Baucis were turned into an oak tree and a linden.

___The old couple invited the strangers to share their supper.

___A lake covered the village.

- 2 -

remain	return	loaf	laugh
return	exclaim	lost	load
exclaim	except	laugh	loaf
except	remain	load	lost
whisper	whirled	heart	hoarse
mountain	fountain	hearth	howl
fountain	mountain	hoarse	hearth
whirled	whisper	howl	heart

TO THE TEACHER: Have the children follow the instructions given. In checking later, have them read their completed sentences aloud.

sheep

a small town

a little farm

cloth

his new coat

Grandma

the old car

Ward

mills

train

Read all the words in the box above and find the right ending for each sentence below.

Ward lived in _____

Grandpa lived on _____

Ward was going to visit Grandpa and _____

Grandpa came to town to get _____

Ward was proud of _____

They rode to the farm in _____

On the way they saw a long _____

The train was carrying wool to the _____

Woolen mills make wool into _____

Grandpa told Ward about shearing _____

TO THE TEACHER: Have the children follow the instructions given. In checking later, have them read aloud the names of the four things that Grandpa kept in the garage, the words that tell what Grandma was doing in the attic, and the names of the three things that Ward saw in the attic.

a loom

the old car

a spinning wheel

a box of tools

a work bench

some carpet rags

some boards

weaving a rug

Read the words in the box above and find the right answers to write below.

What were four things that Grandpa kept in the garage?

Which words tell what Grandma was doing in the attic?

What three things did Ward see in the attic?

TO THE TEACHER: Have the children follow the instructions given. In checking later, have the children read the rhymed words aloud.

hall

yarn

wove

tree

thread

frame

row

west

strip

sheep

mill

sold

Write a word that rhymes with each of the words at the left below. You will find the words to write, in the box above.

ball _____

barn _____

hill _____

stove _____

low _____

bread _____

name _____

slip _____

sleep _____

free _____

gold _____

nest _____

TO THE TEACHER: In Section 1, have the children follow the directions given. In checking later, have them read aloud the two short words they have written for each word at the left of the lines.

In Section 2, have the children read the words on the left silently, and beside each write a word that is opposite in meaning. Tell them they will find the words to write in the box on the right. In checking later, have them read their pairs of opposite words aloud.

- 1 -

Write the two short words that you find
in each of these words.

stairway _____

bedroom _____

driveway _____

- 2 -

wide _____

cry _____

back _____

under _____

fast _____

strong _____

right _____

good _____

weak
slow
front
left
laugh
narrow
bad
over

TO THE TEACHER: In Section 1, have the children follow the instructions given. In checking later, have them read the sentences aloud in the proper order.

In Section 2, observing no set order, say all the words in the left-hand column of each box, having the children find each word as you say it. Then have them read silently each word in the left-hand column and draw a line from it to the matching word in the right-hand column. In checking later, have them read the words aloud.

— 1 —

Each sentence below tells about something that is done in making a blue wool coat like Ward's. Read and number the sentences to show when each happening takes place.

___ Machines comb the wool so that it will be straight for spinning.

___ The farmer shears the wool from sheep.

___ The farmer puts the wool into big sacks and sends it to the woolen mill.

___ The yarn is dyed blue.

___ Machines spin the clean wool into yarn.

___ The wool is taken from the sacks and washed in big tanks.

___ In a great factory the cloth is cut and sewed together to make a coat.

___ Weaving machines weave the blue yarn into cloth.

— 2 —

grandson	grandma
grandpa	grain
grandma	grandson
grain	grandpa

TO THE TEACHER: The purpose of this page is to provide opportunity for individual participation through the reading of sentences containing words and phrases frequently mispronounced and slurred. Read each sentence to the children. As each child reads the sentence assigned him, note his speech habits and plan such corrective practice as may be needed. Special stress may be laid on the fact that sometimes there are many words in a single sentence that need special attention. You may wish to return to this page from time to time for further practice.

Ward lived in a small town and went to a town school.

Where do you suppose it is going?

When he got to the top of the narrow little stairway, he saw the strangest thing.

Ward listened eagerly.

They saved their old clothes and rags and cut them into long strips.

"Why, Grandma," he said, "this goes over one, under one, over one, under one just like the little rug I made in school."

It was time to go down out of the attic now and get supper.

"The wool is washed in these tanks," he said.

Here thousands and thousands of yards of cloth were made.

Ward could hardly wait to show Grandmother the pieces of wool and yarn and cloth and to tell her about the interesting things he had seen.

TO THE TEACHER: In Section 1, have the children follow the instructions given. In checking later, have them read aloud the name of the girl in this story.

In Section 2, have the children follow the instructions given. In checking later, have them read aloud the word at the left of each line with the little words that they have written.

In Section 3, have the children follow the instructions given. In checking later, have them read the rhyming words aloud.

– 1 –

Put a ring around the name of the girl
in the story.

Alice Mattie Sally

– 2 –

Write the little words that you find in
these words.

homestead _____

comfortable _____

wagons _____

Colorado _____

planted _____

– 3 –

Put a ring around each pair of words
that rhyme.

train

ditch

money

seat

rain

truck

honey

horse

TO THE TEACHER: In Section 1, have the children follow the instructions given. In checking later, have them read the corrected sentences aloud.

In Section 2, have the children follow the instructions given. In checking later, have them read aloud the sentence that answers each question.

In all lessons in which children read aloud or talk, see that they say their words accurately and clearly, and encourage them to use pleasant voices. Speech habits in children of this grade level result largely from imitation. Therefore, be sure that you give the children good patterns of pronunciation, enunciation, and articulation, and that your voice quality is pleasant.

— 1 —

The words after each number below are mixed up. Change them around to make sentences.

1. the family Tucker in lived Colorado

2. the had Lanes farm a potato

— 2 —

Put an X in front of the right answer to each question below.

Why did Mr. Tucker use a wagon?

___He did not like cars.

___He did not have a car.

___He liked horses.

Why did Mr. Tucker cover the wagon?

___To make it comfortable for Mattie.

___To make Eva happy.

___To hold the food better.

TO THE TEACHER: In Section 1, have the children follow the instructions given. In checking later, have the children read aloud each sentence that tells something that happened in the story.

In Section 2, have the children follow the directions given. In checking later, have them read aloud the rhyming words.

In Section 3, have the children follow the directions. In checking later, have them read aloud the correct answers.

— 1 —

Put an **X** in front of each sentence that tells something that happened in the story.

___Mattie ran to the wire gate.

___Bob nodded his head when Daddy and Mattie drove away.

___Mattie saw a dog on the prairie.

___They gave the cowboys a drink from the keg.

___Daddy fed some oats to the coyotes.

___Rain fell all the time on the Tucker homestead.

___Mr. Tucker said he would unhitch the horses.

___Mattie helped feed the horses.

___Mr. Tucker said “whoa” to the horses.

— 2 —

Put a ring around each pair of words that rhyme.

cattle

hobble

bone

mine

rattle

between

stone

shine

— 3 —

Cross out the wrong answers.

Who owned the dry homestead?

the Tuckers the Lanes the Browns

Who owned the potato farm?

the Lanes the Tuckers the Millers

TO THE TEACHER: Have the children follow the instructions given. In checking later, have them read the corrected paragraphs aloud.

Cross out the sentence that does not belong.

Mattie wrote a letter to her mother. In it she told what she had been doing on the farm. She told also some of the things she was going to do. Many people write letters.

Mattie and Father were ready to go home. Mrs. Lane had thirty turkeys. Mattie and her father took home some vegetables. They also took a surprise for Mother, and some things for Bob.

The girls went to school together. At school they had fun playing games. Mattie knew some of the other boys and girls at school. Mattie shut the turkeys in the pen every evening.

One Saturday the girls went out to pick potatoes. They put their potatoes in baskets, and then in sacks. They were paid for their work. Thanksgiving comes about a month before Christmas.

TO THE TEACHER: In Section 1, have the children follow the instructions given. In checking later, have them read the corrected sentences aloud.

In Section 2, have the children follow the instructions given. In checking later, have them read the sentences aloud in their right order.

— 1 —

The words after each number below are mixed up. Change them around to make sentences.

1. from Father then box a took the wagon

2. Mother the into looked box

— 2 —

Each sentence below tells something that happened in the story. Find the sentence which tells what happened first, and number it 1. Then number the other sentences to show when each happening came in the story.

____ Mrs. Tucker was given a turkey.

____ Mattie wrote a letter to her mother.

____ Mattie stood by the gate and watched the wagons and cars as they went by.

____ The cowboys helped them hitch up.

____ Mattie and Father got ready to go home.

TO THE TEACHER: The purpose of this page is to provide brief review of some of the speech work done in Book Three. Section 1 contains words from lists stressing consonant blends. Section 2 contains phrases from lists stressing the need to say words distinctly. Section 3 contains sentences from material stressing flexibility of the speech organs, and also sentences stressing the need for varied reading of different kinds of ideas expressed in sentences. Read the words, phrases, and sentences to the children, being sure that you give them good speech patterns and a good model of expressiveness. Then have the children take turns reading the words, phrases, and sentences, being careful to pronounce words accurately and express ideas suitably.

- 1 -

trail
chestnut
think

smile
sled
hurry

swim
spirit
floated

- 2 -

more and more
nearer and nearer
in her hand

just as well
on a hill
just then

was a girl
sat down
dark and cold

- 3 -

Bob brought the bundles and bags.

Did Dat-say dream of daisies?

Near the name was a number.

Richard and Roger made rhymes and riddles.

Warriors are coming! We must run!

Then he threw back his head and laughed.

He said in a loud, cross voice, "Go to the back door where you belong."

"Get the three strongest soldiers you have in your army," commanded the king.

"All my life I shall be thankful to you."

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